Rubric for the Technology Installation Grant Application

Forms-Part 1		Meets Standard	Needs Improvement
A. Application Cover Form DHS99-21		*A. Item 1* Required data is provided.	*A. Item 1* One or more of the required data elements are missing or incomplete.

B. Project Abstract		Meets Standard	Needs Improvement
		B. Item 1 A Project Abstract of no more than two pages is provided.	*B. Item 1* No Project Abstract is provided or the Abstract exceeds two pages.

C. Project Narrative			
1. Strategic Goals, Objectives, and Benchmarks		**Meets Standard**	**Needs Improvement**
a. Students		**a. Students**	**a. Students**
(1) Description of **current student proficiency levels** in using technology		*(1) Item 1* The plan summarizes the students' current knowledge and skills relating to technology.	*(1) Item 1* A summary of current student technology knowledge and skills is limited or missing.
(2) Description of current student academic achievement		*(2) Item 1* The plan summarizes the students' current academic achievement levels in various subjects areas. Student achievement in every subject area is not required, but sufficient information should be provided to identify how priority subject areas or academic skills were chosen for the first three years of the program.	*(2) Item 1* A summary of current student academic achievement is limited or missing.
(3)(a) Three-year goals and objectives, and annual benchmarks to measure progress for **student computer knowledge and skills**		*(3)(a) Item 1* Goals and objectives cover a three-year period, and are attainable and measurable given the students' current level of computer knowledge and skills. *(3)(a) Item 2* Goals and objectives include the ability to utilize electronic mail, word processing programs, electronic publishing software, spreadsheet programs, courseware and related software, and Internet search and retrieval programs. *(3)(a) Item 3* Annual benchmarks for three years are sufficiently detailed to determine if project is on course in students' computer knowledge and skills at any given time. The third year benchmark(s) are the same as the objective. *(3)(a) Item 4* Benchmarks and the Project Implementation Timeline (Form DHS99-25) are consistent.	*(3)(a) Item 1* Goals and objectives do not cover a three-year period and/or are not specific, measurable, or attainable given the students' current level of computer knowledge and skills. *(3)(a) Item 2* Goals and objectives for student computer knowledge and skills are omitted, incomplete, and/or do not appear to have been developed based on an assessment of students' current proficiency levels. *(3)(a) Item 3* Benchmarks are not provided for each year and/or they do not provide the detail necessary to monitor progress in student computer knowledge and skills. *(3)(a) Item 4* Benchmarks do not tie to the Project Implementation Timeline (Form DHS99-25)

(3)(b) Three-year goals and objectives, and annual benchmarks for **student academic achievement** aligned with the curriculum master plan and state academic content standards	*(3)(b) Item 1* Goals and objectives cover a three-year period and are attainable and measurable given the students' current level of student academic achievement.	*(3)(b) Item 1* Goals and objectives do not cover a three-year period and/or are not specific, measurable, or attainable given the students' current level of student academic achievement. Goals and objectives for student academic achievement are omitted, incomplete, and/or do not appear to have been developed based on students' current proficiency levels.
	(3)(b) Item 2 Goals for student achievement are aligned with curriculum master plan, or other curriculum planning documents, and state academic content standards.	
	(3)(b) Item 3 Annual benchmarks for three years are sufficiently detailed to determine if project is on course in student academic achievement at any given time. The third year benchmark(s) are the same as the objective.	*(3)(b) Item 3* Benchmarks are not provided for each year and/or they do not provide the detail necessary to monitor progress in increasing student academic achievement.
	(3)(b) Item 4 Benchmarks and the Project Implementation Timeline (Form DHS99-25) are consistent.	*(3)(b) Item 4* Benchmarks do not tie to the Project Implementation Timeline (Form DHS99-25)
b. Staff	**b. Staff**	**b. Staff**
(1) Teachers, library media teachers, administrators and other school **staff's current technology knowledge and skills**	*(1) Item 1* The plan summarizes and analyzes the staff's current knowledge and skills relating to technology. The information is based on a survey of staff.	*(1) Item 1* A summary of current staff technology knowledge is limited or missing. Needs are determined informally or no needs assessment has been completed.
(2)(a) Three-year goals and objectives, and annual benchmarks for staff development designed to improve **staff personal proficiency in using technology**	*(2)(a) Item 1* Three-year goals and objectives are attainable and measurable given the staffs' current level of personal proficiency in using technology.	*(2)(a) Item 1* Three-year goals and objectives for staff development for personal proficiency are omitted or incomplete. Goals and objectives are not specific, measurable, or attainable.
	(2)(a) Item 2 Annual benchmarks for three years are sufficiently detailed to determine if project is on course in training staff to attain technology proficiency. The third year benchmark(s) are the same as the objective.	*(2)(a) Item 2* Benchmarks are not provided for each year and/or they do not provide the detail necessary to monitor progress in increasing personal proficiency among the staff.
	(2)(a) Item 3 Benchmarks and the Project Implementation Timeline (Form DHS99-25) are consistent.	*(2)(a) Item 3* Benchmarks do not tie to the Project Implementation Timeline (Form DHS99-25)

(2)(b) Three-year goals and objectives, and annual benchmarks for staff development designed to **assist staff in helping students to achieve computer knowledge and skills** as referenced in the above Student section	*(2)(b) Item 1* Three-year goals and objectives are attainable and measurable given the staffs' current level of ability to teach computer knowledge and skills to students. *(2)(b) Item 2* Goals and objectives are linked to, and support, accomplishment of student goals and objectives in achieving computer knowledge and skills. *(2)(b) Item 3* Annual benchmarks for three years are sufficiently detailed to determine if project is on course in training staff to teach computer knowledge and skills to students. The third year benchmark(s) are the same as the objective. *(2)(b) Item 4* Benchmarks are timed to support the accomplishment of student goals and objectives in achieving computer knowledge and skills. *(2)(b) Item 5* Benchmarks and the Project Implementation Timeline (Form DHS99-25) are consistent.	*(2)(b) Items 1 and 2* Three-year goals and objectives for staff development designed to assist staff in helping students to achieve computer knowledge and skills are omitted or incomplete. Goals and objectives are not specific, measurable, or attainable *(2)(b) Item 3* Benchmarks are not provided for each year and/or they do not provide the detail necessary to monitor progress in assisting staff to help students to achieve computer knowledge and skills increasing. *(2)(b) Item 4* There is a disconnect between the benchmarks for staff development and the benchmarks for student computer knowledge and skills. *(2)(b) Item 5* Benchmarks do not tie to the Project Implementation Timeline (Form DHS99-25)
(2)(c) Three-year goals and objectives, and annual benchmarks for staff development designed to **assist staff in integrating technology into the curriculum** in order to enhance student academic achievement as referenced in the above Student section	*(2)(c) Item 1* Three-year goals and objectives are attainable and measurable given the staffs' current level of ability to integrate technology into the curriculum to enhance student academic achievement as referenced in the above Student section. *(2)(c) Item 2* Goals and objectives are linked to, and support, accomplishment of student goals and objectives in improving academic achievement. *2)(c) Item 3* Annual benchmarks for three years are sufficiently detailed to determine if project is on course in training staff to integrate technology into the curriculum in order to enhance student academic achievement as referenced in the above Student section. The third year benchmark(s) are the same as the objective. *(2)(c) Item 4* Benchmarks are timed to support the accomplishment of student goals and objectives in improving academic achievement. *(2)(c) Item 5* Benchmarks and the Project Implementation Timeline (Form DHS99-25) are consistent.	*(2)(c) Items 1 and 2* Three-year goals and objectives for staff development to assist staff in integrating technology into the curriculum are omitted or incomplete. Goals and objectives are not specific, measurable, or attainable. *(2)(c) Item 3* Benchmarks are not provided for each year and/or they do not provide the detail necessary to monitor progress in assisting staff in integrating technology into the curriculum. *(2)(c) Item 4* There is a disconnect between the benchmarks for staff development and the benchmarks for student academic achievement. *(2)(c) Item 5* Benchmarks do not tie to the Project Implementation Timeline (Form DHS99-25)

2. Project Plan a. Program for Students		Meets Standard	Needs Improvement
(1) Computer Knowledge and Skills *(1)(a)* How students will learn the computer knowledge and skills identified in the Goals, Objectives, and Benchmarks		*(1)(a) Item 1* The plan clearly describes how the students will learn the computer knowledge and skills identified in the Goals, Objectives, and Benchmarks.	*(1)(a) Item 1* The plan merely describes the computer knowledge and skills students are expected to know and does not explain how (through what activities) these skills will be obtained.
(1)(b) How students will use these skills to i) enrich their academic program ii) improve their presentation of information and ideas, and iii) prepare themselves for careers		*(1)(b)(i) Item 1* The plan specifically details how students will use their newly developed technology skills in academic subjects. *(1)(b)(ii) Item 1* The plan specifically details how students will improve their presentation of information and ideas through the use of technology. *(1)(b)(iii) Item 1* The plan specifically details how students will use technology to prepare themselves for careers.	*(1)(b)(i) Item 1* The plan omits or lacks specifics about how student academic programs will be different as a result of the students' newly developed technology skills. *(1)(b)(ii) Item 1* The plan omits or lacks specifics about how students will use technology skills to present information and ideas. *(1)(b)(iii) Item 1* The plan omits or lacks specifics about how students will use technology skills to prepare for careers.
(2) Improved Academic Achievement *(2)(a)* Subject area(s) or academic skill(s) given priority in the **first year** and how technology will be integrated into these subject areas/academic skills in order to improve academic achievement		*(2)(a) Item 1* The plan identifies which subject area(s) or academic skills will have priority for technology integration in the first year. *(2)(a) Item 2* How technology will be integrated into the targeted subject areas/academic skills is described in terms of what students will be doing. *(2)(a) Item 3* Technology is presented as a means to further the academic goals of the curriculum, instruction and assessment, rather than as an end in itself. *(2)(a) Item 4* Activities in the priority subject areas/academic skills for the first year are tied to benchmarks identified in Goals, Objectives, and Benchmarks so that progress towards attaining goals can be monitored.	*(2)(a) Item 1* The plan does not describe what subject areas or skill areas will integrate technology in the first year. *(2)(a) Item 2* The plan omits a description of how technology will be integrated or mentions curriculum integration and enhancement, but lacks detail or explanation of students' role. *(2)(a) Item 3* The plan focuses primarily on the acquisition of technology. Technology is viewed as a vehicle for teaching the mechanics of using computers. *(2)(a) Item 4* Activities in the priority subject areas/academic skills for the first year are not consistent with meeting the benchmarks in Goals, Objectives, and Benchmarks section.
(2)(b) Subject area(s) or academic skill(s) given priority during the **second year** and how technology will be integrated into these subject areas/academic skills in order to improve academic achievement		*(2)(b) Item 1* The plan identifies which subject area(s) or academic skill(s) will have priority for technology integration in the second year. *(2)(b) Item 2* How technology will be integrated into the targeted subject areas/academic skills is described in terms of what students will be doing. *(2)(b) Item 3* Technology is presented as a means to further the academic goals of the curriculum, instruction and assessment, rather than as an end in itself. *(2)(b) Item 4* Activities in the priority subject areas/academic skills for the second year are tied to benchmarks identified in Goals, Objectives, and Benchmarks so that progress towards attaining goals can be monitored.	*(2)(b) Item 1* The plan does not describe what subject area(s) or skill area(s) will integrate technology in the second year. *(2)(b) Item 2* The plan omits a description of how technology will be integrated or mentions curriculum integration and enhancement, but lacks detail or explanation of students' role. *(2)(b) Item 3* The plan focuses primarily on the acquisition of technology. Technology is viewed as a vehicle for teaching the mechanics of using computers. *(2)(b) Item 4* Activities in the priority subject areas/academic skills for the second year are not consistent with meeting the benchmarks in Goals, Objectives, and Benchmarks section.

(2)(c) Subject area(s) or academic skill(s) given priority during the **third year** and how technology will be integrated into these subject areas/academic skills in order to improve academic achievement	*(2)(c) Item 1* The plan identifies which subject area(s) or academic skill(s) will have priority for technology integration in the third year. *(2)(c) Item 2* How technology will be integrated into the targeted subject areas/academic skills is described in terms of what students will be doing. *(2)(c) Item 3* Technology is presented as a means to further the academic goals of the curriculum, instruction and assessment, rather than as an end in itself. *(2)(c) Item 4* Activities in the priority subject areas/academic skills for the third year are tied to benchmarks identified in Goals, Objectives, and Benchmarks so that progress towards attaining goals can be monitored.	*(2)(c) Item 1* The plan does not describe what subject area(s) or skill area(s) will integrate technology in the third year. *(2)(c) Item 2* The plan omits a description of how technology will be integrated or mentions curriculum integration and enhancement, but lacks detail or explanation of students' role. *(2)(c) Item 3* The plan focuses primarily on the acquisition of technology. Technology is viewed as a vehicle for teaching the mechanics of using computers. *(2)(c) Item 4* Activities in the priority subject areas/academic skills for the third year are not consistent with meeting the benchmarks in Goals, Objectives, and Benchmarks section.
(2)(d) General approach to integrating technology into the remaining subject areas in subsequent years	*(2)(d) Item 1* The plan identifies which subject area(s) or academic skills will have technology integrated in subsequent years. *(2)(d) Item 2* Technology will be presented as a means to further the academic goals of the curriculum, instruction and assessment, rather than as an end in itself.	*(2)(d) Item 1* The plan does not describe what subject areas will integrate technology in subsequent years, or how all subject areas will be affected. *(2)(d) Item 2* The plan focuses primarily on the acquisition of technology. Technology is viewed as a vehicle for teaching the mechanics of using computers.
(2)(e) Information literacy skills (access, evaluate, use information) are incorporated into instructional activities	*(2)(e) Item 1* The plan clearly describes how students will develop and utilize information literacy skills in the course of the curriculum by using a variety of resources including electronic resources.	*(2)(e) Item 1* The acquisition of information literacy skills is incidental rather than purposeful or is an optional component of the instructional program.
(2)(f) The process to integrate technology into the curriculum will be consistent with the curriculum master plan and the state academic content standards	*(2)(f) Item 1* The plan specifies the process used to ensure that the use of technology is consistent with the curriculum master plan and state academic content standards.	*(2)(f) Item 1* The plan does not describe the process that is used to ensure that the integration of technology is consistent with the district curriculum master plan or state academic content standards.

b. Program for Staff		Meets Standard	Needs Improvement
(1)(a) **For Year One**			
(1)(a)(i) **Staff Development to Attain Personal Technology Proficiency**--description of the first year's activities that assist staff to meet the annual benchmarks for personal proficiency identified in Goals, Objectives, and Benchmarks		*(1)(a)(i) Item 1* Personal proficiency activities are offered on various software and Internet tools, as appropriate to local needs, and may include basic operations of various technologies, personal computer productivity tools, technology literacy applications and effective use of Internet tools and resources. These offerings assist staff in meeting the annual benchmarks.	*(1)(a)(i) Item 1* Personal proficiency is limited to a few software applications and/or omits use of the Internet or fails to describe why these are limited and/or omitted.
(1)(a)(ii) **Staff Development to Provide the Background and Skills to Teach Computer Knowledge and Skills to Students** --description of the first year's activities that assist staff to meet the annual benchmarks for training staff to teach computer knowledge and skills to students as identified in the Student Goals, Objectives, and Benchmarks		*(1)(a)(ii) Item 1* The staff development activities outlined in the plan will provide staff with strategies for teaching computer knowledge and skills sufficient to accomplish the Student Program.	*(1)(a)(ii) Item 1* Staff training doesn't go beyond personal proficiency. Appears to assume that knowing how to do something is the same as knowing how to teach it.
(1)(a)(iii) **Staff Development to Assist Staff in Utilizing Technology to Increase Student Achievement**--description of the first year's activities that assist staff to meet the annual benchmarks for training staff to integrate technology into the curriculum		*(1)(a)(iii) Item 1* Curriculum training focuses on integrating information literacy skills and technology in specific academic areas and incorporating instructional strategies appropriate to the subject area and academic skill focus. *(1)(a)(i-iii)) Item 1* The timing of staff development for personal proficiency, for teaching computer skills, and for integrating technology, provide staff with the skills in time to support the student program.	*(1)(a)(iii) Item 1* Curriculum training is not offered or does not focus on the integration of technology tools in the curriculum. Training on information literacy skills is not addressed or included in curriculum training. *(1)(a)(i-iii) Item 1* There is a disconnect between when and/or what the staff is learning and the skills and knowledge they need to possess in order to accomplish the Program for Students in Section 2a above.

1)(b) For Year Two *(1)(b)(i)* **Staff Development to Attain Personal Technology Proficiency**--description of the second year's activities that assist staff to meet the annual benchmarks for personal proficiency identified in Goals, Objectives, and Benchmarks	*(1)(b)(i) Item 1* Personal proficiency activities are offered on various software and Internet tools, as appropriate to local needs, and may include basic operations of various technologies, personal computer productivity tools, technology literacy applications and effective use of Internet tools and resources. These offerings assist staff in meeting the annual benchmarks.	*(1)(b)(i) Item 1* Personal proficiency is limited to a few software applications and/or omits use of the Internet or fails to describe why these are limited and/or omitted.
(1)b)(ii) **Staff Development to Provide the Background and Skills to Teach Computer Knowledge and Skills to Students**--description of the second year's activities that assist staff to meet the annual benchmarks for training staff to teach computer knowledge and skills to students as identified in Goals, Objectives, and Benchmarks	*(1)(b)(ii) Item 1* The staff development activities outlined in the plan will provide staff with strategies for teaching computer knowledge and skills sufficient to accomplish the Student Program.	*(1)(b)(ii) Item 1* Staff training doesn't go beyond personal proficiency. Appears to assume that knowing how to do something is the same as knowing how to teach it.
(1)(b)(iii) **Staff Development to Assist Staff in Utilizing Technology to Increase Student Achievement**--description of the second year's activities that assist staff to meet the annual benchmarks for training staff to integrate technology into the curriculum	*(1)(b)(iii) Item 1* Curriculum training focuses on integrating information literacy skills and technology in specific academic areas and incorporating instructional strategies appropriate to the subject area and academic skill focus. *(1)(b)(i-iii) Item 1* The timing of staff development for personal proficiency, for teaching computer skills, and for integrating technology, provide staff with the skills in time to support the student program.	*(1)(b)(iii) Item 1* Curriculum training is not offered or does not focus on the integration of technology tools in the curriculum. Training on information literacy skills is not addressed or included in curriculum training. *(1)(b)(i-iii) Item 1* There is a disconnect between when and/or what the staff is learning and the skills and knowledge they need to possess in order to accomplish the Program for Students in Section 2a above.

***(1)(c)* For Year Three**		
***(1)(c)(i)* Staff Development to Attain Personal Technology Proficiency**--description of the third year's activities that assist staff to meet the annual benchmarks for personal proficiency identified in Goals, Objectives, and Benchmarks	*(1)(c)(i) Item 1* Personal proficiency activities are offered on various software and Internet tools, as appropriate to local needs, and may include basic operations of various technologies, personal computer productivity tools, technology literacy applications and effective use of Internet tools and resources. These offerings assist staff in meeting the annual benchmarks.	*(1)(c)(i) Item 1* Personal proficiency is limited to a few software applications and/or omits use of the Internet or fails to describe why these are limited and/or omitted.
***(1)(c)(ii)* Staff Development to Provide the Background and Skill to Teach Computer Knowledge and Skills to Students** --description of the third year's activities that assist staff to meet the annual benchmarks for training staff to teach computer knowledge and skills to students as identified in Goals, Objectives, and Benchmarks	*(1)(c)(ii) Item 1* The staff development activities outlined in the plan will provide staff with strategies for teaching computer knowledge and skills sufficient to accomplish the Student Program.	*(1)(c)(ii) Item 1* Staff training doesn't go beyond personal proficiency. Appears to assume that knowing how to do something is the same as knowing how to teach it.
***(1)(c)(iii)* Staff Development to Assist Staff in Utilizing Technology to Increase Student Achievement**--description of the third year's activities that assist staff to meet the annual benchmarks for training staff to integrate technology into the curriculum	*(1)(c)(iii) Item 1* Curriculum training focuses on integrating information literacy skills and technology in specific academic areas, and incorporating instructional strategies appropriate to the subject area and academic skill focus. *(1)(c)(i-iii) Item 1* The timing of staff development for personal proficiency, for teaching computer skills, and for integrating technology, provide staff with the skills in time to support the student program.	*(1)(c)(iii) Item 1* Curriculum training is not offered or does not focus on the integration of technology tools in the curriculum. Training on information literacy skills is not addressed or included in curriculum training. *(1)(c)(i-iii) Item 1* There is a disconnect between when and/or what the staff is learning and the skills and knowledge they need to possess in order to accomplish the Program for Students in Section 2a above.
(2) **How new staff will be supported**	*(2) Item 1* Specific plans are described for training and supporting new staff as they are hired.	*(2) Item 1* Plans for training and supporting new staff are vague or omitted.
(3) **Utilize Technology to Individualize Learning**--description of how and when technology will be used by teachers to individualize learning for students	*(3) Item 1* The plan describes how and when in the three-year plan technology will help teachers individualize the learning process.	*(3) Item 1* The plan omits or treats superficially how technology will assist teachers to individualize the learning process.
(4) **Utilize Technology in Assessment**--description of how teachers will use technology in assessment to monitor student computer skills and academic achievement as identified in Students' Goals, Objectives, and Benchmarks	*(4) Item 1* Plan describes how and when in the three-year plan teachers will utilize technology in assessment to monitor student academic achievement and computer knowledge and skills.	*(4) Item 1* The plan omits or treats superficially how technology will assist teachers in assessing student academic performance and attainment of computer knowledge and skills.

3. Local Evaluation and Program Monitoring		Meets Standard	Needs Improvement
a. Methods and tools that will be used to monitor progress towards accomplishing the identified project goals and objectives for students and staff for (1) computer knowledge and skills and (2) academic achievement through integrating technology into the curriculum**.** Specifically: *(1)* instruments that will be used; *(2)* the type of data to be collected (in addition to the required Standardized testing and Reporting (STAR) data); *(3)* the benchmark to which the data relates; *(4)* how often the data will be collected; and *(5)* how the data will be analyzed and used to plan program improvements.		*a.(1) Item 1* Evaluation instruments to be used are identified and appropriate to determine if benchmarks are being met. *a.(2) Item 1* The type of data, in addition to the STAR data, that will be collected is identified and is appropriate to determine if benchmarks are being met. *a.(3) Item 1* A realistic plan is provided to assess (1) students' basic computer skills and (2) pupil achievement in academic areas. Key indicators of success are identified and tie to the benchmarks. *a.(4) Item 1* The timing and frequency of data collection is identified and relates to the timing for benchmarks. *a.(5) Item 1* The methods and tools utilized to monitor the project are discreet enough, in data collected and frequency of collection, to determine at any point in time if benchmarks are being accomplished in a timely fashion.	*a.(1) and (3) Item 1* An evaluation process is described but lacks detail and comprehensiveness. It omits student achievement or technology proficiency. Links to goals and objectives are not readily apparent or are nonexistent. *a.(2) and (4) Item 1* What data will be collected and the frequency of data collection are unclear. *a.(5) and b. Item 1* Data will be collected, but it is unclear how the school will use the data to monitor, and where necessary, modify the program.
b. Methods and tools that will be used to monitor progress toward accomplishing the **activities** described in the programs for students and staff		*b. Item 1* The plan includes methods and tools to track that planned activities are accomplished and to what extent. The information about completed activities will be utilized to evaluate what adjustments, if any, need to be made to accomplish the Goals, Objectives and Benchmarks based on the evaluation in Section 3a above.	*a.(5) and b. Item 1* It is not clear that information regarding completion and/or extent of activities, such as numbers served and duration of activities, will be compiled and thus available for analysis with the data from the evaluation in Section 3a above.

4. Technology Resources		Meets Standard	Needs Improvement
a. Summary of **hardware to be acquired** through this project and how **existing and new hardware will be integrated** is described and supports the programs for students and staff		*a. Item 1* The plan summarizes the kind of hardware, including peripherals that will be acquired through this project. The plan explains utilization of existing hardware and integration with new acquisitions. All technology acquisitions are state-of-the-art and promote innovative uses of technology. A variety and adequate quantity of technology-hardware is available to support the programs for students and staff.	*a. Item 1* The plan is vague and/or the integration of all new and existing hardware, including peripherals identified on the Inventory and Budget forms are not described. It is not clear that the new and existing hardware will adequately support the programs for students and staff.
b. Current **telecommunications infrastructure** needs are evaluated and how the identified needs will be met by the project are described. The telecommunication infrastructure supports the programs for students and staff		*b. Item 1* The current infrastructure is described. Infrastructure needs, including access to the Internet, are detailed and relate to the plan for students, teachers, and other school staff. Proposed telecommunications include access throughout the school in multiple locations, including every classroom, the school library media center, as well as any alternative instructional sites. Proposed telecommunication access is sufficient to accomplish the programs outlined for students and staff.	*b. Item 1* A description of the current infrastructure is vague or omitted. Access to the Internet in every instructional classroom and the school library media center is not addressed. The proposed telecommunications infrastructure is not clear or will not support the activities included in the programs for students and staff.
c. How **existing and new software will be integrated** is described and supports the programs for students and staff		*c. Item 1* New software, laserdiscs, videotapes, and other learning resources are identified and carefully chosen to match with curriculum goals and objectives of each subject. A variety and adequate quantity of technology-based learning resources are available to accomplish the plan. If some or all of the software to be purchased has not been identified, the process for selection is described. The plan describes how these resources will be used to support the programs for students and staff	*c. Item 1* Software to be acquired is not described in detail and how it was selected (or will be selected) to match the curricular goals is not clear. It is also not clear that new and existing software will adequately support the programs for students and staff.
d. Describes how fair and appropriate **access for all students, in all subjects**, and in every instructional classroom will be provided		*d. Item 1* Access to technology is available to all students, teachers, and other school staff, in all subjects, and in alternative locations throughout the school where instruction or instructional management occurs. Access to instructional applications and Internet resources is available in every instructional classroom.	*d. Item 1* Access is limited to specific technology classes, such as keyboarding, or use by special populations only, such as advanced or low achieving students. The technology learning resources proposed are limited and underutilized for their potential.
e. Provides **access for all students with physical disabilities**		*e. Item 1* Needs of students with physical disabilities are matched with appropriate assistive technologies (such as alternative keyboards, screen readers, and word prediction software) to provide students with access to technology-based learning resources.	*e. Item 1* Limited or no provision is made for students with disabilities to access technology-based learning resources. Descriptions of assistive technology are vague or incomplete, or not matched with student needs.
f. How **school library media center** ensures learning resources are available to students in all subjects, throughout the school day		*f. Item 1* The school library media center has access to appropriate learning resources, including access to the Internet, and is available to all students, throughout the school day, in a manner that supports the programs for students and staff. If the school does not have a school library media center, how students will receive the services and functions that would have been provided by such a center is described.	*f. Item 1* Technology learning resources are primarily located in separate labs or rooms and available only to students during technology classes. The services and functions of the school library media center as described do not support the programs for students and staff described in the plan. Provision for student access to support classroom learning is missing or superficial. A school library media center is not available on site and no alternate provision for services and functions is presented.

5. Partnerships		Meets Standard	Needs Improvement
a. How each of the partner groups (parents/ businesses/ post-secondary institutions/ government agencies/ community groups) were invited and the extent to which they were involved in developing the plan		*a. Item 1* The plan describes the extent to which all partners were involved in the development of the plan. If a listed partner group was not involved, what steps were taken to involve the group and why such partnerships were not attained is described.	*a. Item 1* Only a few individuals from a partner group were invited to participate in the development of the plan. The plan does not describe how the missing partner groups were invited to participate and why all groups did not participate, if this was the case.
b. How each of the partner groups (parents/ businesses/ post-secondary institutions/ government agencies/ community groups) will participate and support the ongoing project		*b. Item 1* Partners, particularly parents, take an active role in ongoing implementation and support of the project. Participation may include their involvement in the design, development, acquisition, and implementation of interactive materials via the Internet or local/wide area networks Some partnerships may include financial assistance. If one or more listed group will not be involved with the ongoing project, the steps taken to encourage their participation are described.	*b. Item 1* The role of partners in the ongoing project is not well defined. The plan stresses "who" but not "how" partners are involved. Assistance of all partners is limited to financial assistance only.

6. Sustainability		Meets Standard	Needs Improvement
a. School's plan for ongoing system development and support over the next three years		*a. Item 1* Specific support plans are articulated for three years, including plans for ongoing equipment maintenance, repair, and replacement. Technology support is provided by adequately trained staff and/or volunteers (including students) throughout the school day. The person(s), or their job title(s), responsible for the support are identified.	*a. Item 1* The plan omits or superficially addresses ongoing equipment maintenance, repair, and replacement. Sporadic technology support is provided. Technology support is only available for part of the school day. Support plans are provided for less than three years. The person(s), or their job title(s), responsible for support are not identified.
b. School district's commitment to sustained support		*b. Item 1* The district is committed to providing ongoing maintenance and technical support throughout the school day after the Technology Installation Grant, including network support. This district support can be accomplished by district staff or by the district working with partner groups to provide the maintenance and technical support.	*b. Item 1* The school district commitment is omitted or limited to general oversight. It is unclear whether the school district commitment will occur following the completion of the Technology Installation Grant.

7. Project Management		Meets Standard	Needs Improvement
a. Project leadership structure and individuals responsible for coordinating project		*a. Item 1* A clear description of key leadership personnel, person(s) or job title(s), is provided. Roles and responsibilities of leadership personnel are clearly delineated.	*a. Item 1* The description of key leadership personnel is unclear, and their roles and responsibilities are vague or omitted.
b. Responsible individuals identified for data collection, and ongoing planning and project modification		*b. Item 1* Individuals, person(s) or job title(s), are designated for various aspects of data collection and for ongoing planning and project modification throughout implementation. Roles and responsibilities are clearly delineated.	*b. Item 1* The plan fails to identify individuals designated for data collection, and ongoing planning and project modification or only identifies those responsible for some of these responsibilities. Roles and responsibilities are vague or omitted.
c. Estimate of time for data collection activities		*c. Item 1* Estimates of time for data collection are identified and realistic for the size of the project. Estimates of time are stated in hours per month or FTE of staff.	*c. Item 1* Estimates of time for data collection are omitted or appear unrealistic.

Forms-Part 2		Meets Standard	Needs Improvement
D. Assurances Form DHS99-22		*D. Item 1* Required data is provided and form is signed.	*D. Item 1* One or more of the required data elements are missing or incomplete. Form is not signed.
E. Budget Forms			
1. Budget Form DHS99-23A		*1. Item 1* Required data is provided. Data for multiple sites is combined on one form. Budgeted amounts and/or local match are sufficient to support the staffing and purchases described in the Programs for Students and Staff, the Technology Resources, the Project Management, the Sustainability, and the Local Evaluation and Program Monitoring sections of the plan. The amount identified for the local match is sufficient to meet the match requirement. The amount identified for the local match is the same on Form DHS99-23A as it is on Form DHS99-23C. If indirect costs are not included in the budget, "0" is indicated on the budget form.	*1. Item 1* The plan for the Programs for Students and Staff, the Technology Resources, the Project Management, the Sustainability, and the Local Evaluation and Program Monitoring cannot be accomplished with the funds dedicated for each of these purposes. The identified local match is insufficient or does not match amount on Form DHS99-23C. Required data is missing.
2. Budget Form DHS99-23B		*2. Item 1* Budget Narrative contains sufficient detail to explain how the budgeted amounts support the activities outlined in the Programs for Students and Staff, the Technology Resources, the Project Management, the Sustainability, and Local Evaluation and Program Monitoring sections of the plan.	*2. Item 1* Budget Narrative is unclear or unrelated to the activities outlined in the Programs for Students and Staff, the Technology Resources, the Project Management, the Sustainability, and the Local Evaluation and Program Monitoring sections of the plan.
3. Budget Form DHS99-23C		*3. Item 1* All items identified as local match resources are allowable local match contributions and appear to be correctly valued, or even excluding unallowable contributions, the total in Local Match Resources is sufficient to meet the match requirement.	*3. Item 1* Information is unclear or incomplete. Contributions identified are not allowable or appear to be incorrectly valued.
F. Technology Inventory Form DHS99-24		*F. Item 1* A Technology Inventory is included for each site. The Technology Inventory is consistent with the Technology Resources narrative and budget forms. The technology resources identified on the Inventory are sufficient to accomplish the programs for students and staff.	*F. Item 1* Information and/or details are incomplete. Only one inventory is provided for multiple sites. The resources identified are insufficient to accomplish the programs for students and staff described in the plan.
G. Project Implementation Timeline Form DHS99-25		*G. Item 1* Activities described are detailed, sequenced and timely so that one is reasonably assured that the plan can be accomplished. If the timeline is followed, the school will successfully complete its programs for students and staff and attain its goals. Required data is provided for three years. In addition, the form indicates whether the activity occurs during the Technology Installation Grant period or during the TSST Grant period.	*G. Item 1* The level of detail is insufficient to determine what will occur at any point in time. The sequence and timing of activities will not enable the school to successfully complete its programs for students and staff by meeting the annual benchmarks in the Goals, Objectives and Benchmarks section. Information is not provided for three years. Activities are not identified for the TI Grant and the TSST Grant periods.
H. Governing Board Certification Form DHS99-26		*H. Item 1* Required data is provided and all affected sites are named in the certification. The certification is signed.	*H. Item 1* One or more of the required data elements are missing or incomplete. Not all affected sites are named. The certification is not signed.
I. Minutes of the Local Governing Board		*I. Item 1* Minutes, or certified excerpt, specifically state that a majority of the certificated staff at the school(s) support participation in the program.	*I. Item 1* Minutes, or certified excerpts, are missing or do not state that a majority of the certificated staff at the school(s) support participation in the program. Not all affected sites are named.